

Psychological Principles of the Attributes of Facilitative Interaction

Психологічні принципи актуалізації атрибутів фасилітативної взаємодії

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ABSTRACT

The purpose of this article is to define the attributes of facilitation, to propose the functions of facilitation, to provide the process of facilitative teaching at secondary schools which is based on the heuristic conversation, to identify additional principles that are specific for the system of secondary education.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

The results of the research. There were distinguished the attributes of facilitation: 1) the activity; 2) the subject of the activity; 3) functions of the subject; 4) functions of the activity; 5) motives of the activity; 6) the purpose of the activity.

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ty; 7) ways of performing the activity; 8) the subject of the activity; 9) methods of realization of the activity; 10) means which are relevant to the implementation of the activity; 11) the result of the activity. Also we proposed the functions of facilitation: the function of stimulation; the function of actualization; the function of forming the sovereignty of the pupils' person; providing of control for educational process; the function of interaction; the function of creative educational environment.

Conclusions. *The process of facilitative teaching at secondary schools is based on general psychological principles (scientific ones, which provide the connection of learning with life, proposed differentiated approaches for pupils). However, we can identify additional principles that are specific for the system of secondary education: the principle of actualizing social and personal needs in the process of secondary education; the principle of the relationships between learning and self-education during the organization of the educational process and in the period of pupils' holidays; the principle of interconnection of studying with future professional activity (based on the content and nature of the functional responsibilities of teachers); the principle of interrelation of education with personally and professionally significant experience of the teacher, awareness of the acquired experience as personally significant one; the principle of interdisciplinary approach to the construction of the content of the educational process (actualizing facilitative potential of different disciplines, their impact on the study of this or that subject); the principle of establishing the relationships between the educational process and continuous of self-education; the principle of updating the subject-subject learning of pupils, providing the creative search for solutions of management problems, independent development of pupils' projects, presentations with the aim of improving their own learning activities.*

Key words: *facilitation, facilitative interaction, facilitative teaching, the activity, the subject of the activity, the functions of the subject, the purpose of the activity, ways of performing the activity.*

Introduction

The purpose of providing cognitive activity is considered by us as the ideal prediction in the mind of the result which has to be achieved by the actions of the person. Defining, understanding and correcting the purpose of pupils is the most important attribute of schoolchildren's joint activities, it is

usually determined by the choice of methods of a teacher and a pupil. Thus, the requirements for the «subject of the activity» are formed and their evaluation is carried out. In addition, these components of cognitive activity largely address the issue of the criteria and the ways to assess the end result of the activity. The concept of how to perform a cognitive activity acquires a clearly defined functional purpose: the latter is designed to reflect the context of something in the minds of the subject of the actual process of cognitive activity with a sufficient degree of details, providing a critical analysis of the teacher's own skills to ensure the implementation of the process of moderately the productive way of cognitive process (Athanasopoulos, Bylund, Montero-Melis, Damjanovic, Schartner & Kibbe, 2015).

The subject of the activity is intended, first of all, to answer the question: «From what qualities can (should) be (or already exist) the actually obtained result (a product) of the prediction of its result (the purpose of cognitive activity)?» The «subject» of the activity clearly correlates with the questions: «From what context can (should) the result be obtained?» Since the teacher deals with pupils as a subject of the activity, this question can be replaced by the pronoun and it should actualize the context in general: «From what exactly, from what context can (should) the pedagogical result be obtained?» Learning as a process of cognitive activity actualizes the understanding of the subject's activity in the initial state of formation the knowledge, skills, abilities, possibilities, motives, needs, etc., which, in fact, are inherent for the student who is studying. It is also important that the teachers are well aware that pupils are both the «subject» and the «object» of cognitive activity. In order to actualize subjectivity in learning, special techniques should be used to ensure that pupils' needs are studied (DeLong, Troyer & Kutas, 2014). We will also develop such methods in our further researches.

The concept of «the process of the activity» reveals its meaning and features, based on the context of the interaction of other, no less important categories, which are «the subject», «the object» and «the result». In turn, the meaning of the term «a process» is revealed due to two rather abstract definitions, which are «the method» and «means». The method is perceived as a set of all intermediate states of the «subject» of the activity. The first is considered as an abstract category that does not contain either the time factor or other factors that are not its own abstractions of higher orders, derived from the category of the method itself (Mykhalchuk & Ivashkevych, 2019; Хупавцева, 2020).

In the broadest sense, we understand the word «means» as «all the material conditions which are necessary in general for the process to be carried out». In teaching the «means» can be a book, a movie, a computer, means of communication, the information, the teacher himself / herself, etc. It is important to emphasize that the optimal choice of a subject and a method are appropriate to the objectives of the activity and they may not be supported by the use of adequate teaching aids. Then the results of the activity will be quite low. Scientists note that there are often the situations when effective means of the activity do not give the expected result (Wallentin, Rocca & Stroustrup, 2019).

The product of the activity is the final state of its subject, it is one item the measures of which the subject is transformed after certain transformations, changes, contradictions. The «Subject» captures the derivative item, the initial state of the future product of which is as a result of the completion of the process of the activity. The product of the activity in our case is, firstly, the educational product itself and, secondly, the relationship as a moral category, which is a separate type of social relations, dependencies and connections that are arisen for people in the process of their lives. Whatever it is, the result of facilitative interaction is always real. However, it

can be positive or negative, high or low, because ineffective activity does not exist in principle. Therefore, the result of the cognitive activity is a kind of very important attribute of facilitation (Vovk, Emishyants, Zelenko, Drobot & Onufriieva, 2020). The evaluation of its result is carried out in relation to the purpose of a particular kind of the activity. If the goal is clearly stated, it will be easy to evaluate the result and vice versa. Only the learning process that motivates the subjects of cognitive activity to predict the outcome of this activity will be effective from the point of view of facilitative interaction.

When we tell about pedagogical activity, we should keep in mind the specifics of motives, goals, objects, means of this activity, which appear as its attributes. Each of these attributes can be idealized, it can have a kind of scientific image that reflects the boundary state of each individual attribute. This image always arises before the practical implementation of cognitive activity, because it is too idealized. It is important to take into account that this image is not utopian, but it is the result of scientific idealization of a pre-modeled image. Attributive analysis of facilitation as the type of the activity allowed us not only to identify and reconcile its attributes, but also to establish that this activity can be a basic one for teachers and pupils in the system of secondary education.

So, **the purpose of this article** is to define the attributes of facilitation, to propose the functions of facilitation, to provide the process of facilitative teaching at secondary schools which is based on the heuristic conversation, to identify additional principles that are specific for the system of secondary education.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling, generalization.

Results and their discussion

We found a lot of researches concerning ideas of facilitation (help, care, initiation) (Максименко, Ткач, Литвинчук & Онуфрієва, 2020; Fuhrman & Boroditsky, 2010; Mykhalchuk & Koval, 2019). These researches are understood as a methodological basis for distinguishing the principle of phase litany in the process of learning and interpersonal interaction, the general norm of the organization of the educational process, etc. All together these processes allow taking into account a general system of interconnected concepts, ideas and ways of performing actions and activities to support the processes of self-expression, self-development and self-realization of the teacher's person, the development of his / her unique personality. So, let's highlight some basic ideas that constitute the essence of the principle of facilitation: the freedom of the individual; actualizing a human need for self-actualization; emphasizing human individuality; concerning education and upbringing as facilitative preconditions for the person in the development of his / her individuality and personal growth; providing psychological and pedagogical support; actualizing the development of subjective human experience in the process of life; providing trust and faith of the person, emphasizing his / her individuality; regarding equal treatment of all participants in the pedagogical process, etc.

Consequently, the concept of «facilitation» reflects conscious and purposeful activity as a phenomenon peculiar to the teacher at the first place. Thus, it is possible to distinguish *the attributes of facilitation*: 1) the activity; 2) the subject of the activity; 3) the functions of the subject; 4) functions of the activity; 5) motives of the activity; 6) the purpose of the activity; 7) ways of performing the activity; 8) the subject of the activity; 9) methods of realization of the activity; 10) means which are relevant to the implementation of the activity; 11) the result of the activity.

Let us show each of these components, because they are all important for providing facilitative interaction. It is well known that activity is the basic means and more positive condition of personal development. Activity is the expedient transformation of the surrounding reality by people. Scientists called the activity as a unit of life mediated by mental reflection. We think that outside of the activity there are no means of the activity at all, there are no signs, no objects of art; outside the activity there are no people themselves.

Thus, the activity is a purposeful, multi-stage act of human activity. We tell «purposeful» because the «subject» is its purpose. It is «Multistage» because it includes in its structure the actions, secondary prediction, motivation, determined by the purpose and objectives of the activity in the whole. And this, in turn, provides the actualization of the person's main purpose-motive for providing the activity. Finally, the operation of the activity differs from the actions in that case because it is not influenced by the purpose, but only by the conditions of the activity by the help of which the purpose has been explained. For psychologists it is very necessary to distinguish between actions and activities.

The process of facilitation as the process of studying cannot be understood in a simplified way. Having been involved into the activity and learning consciously are quite different things. The action of a teacher, if it is imposed by a team of methodologists, is carried out under great pressure on a pupil, then it is perceived out of any sense as so-called «temporary» need.

In Cognitive Psychology the following attributes of the person are shown: his / her consciousness and activity; attributes of the person's psyche – subjectivity, activity, adaptability; attributes of the consciousness – experience, knowledge and attitudes; activity's attributes – the activity, awareness, commitment, motivation and so on (Elahi Shirvan, Khajavy, MacIntyre, 2019; Hu & Liu, 2019).

All these attributes are directly or indirectly included into the cognitive process. But in the paradigm of traditional reproductive system of learning attributes, such as «consciousness», «activity», «subjectivity», «attitude», «purposefulness», «motivation» are like constant, unchanging components. Psychologists claim that they only are participated in detailed activities, which include: planning, organization, implementation, analysis of results, communication in the reference group. In this way, the subject of learning gains access to awareness of the meaning of cognitive activity. Only on this basis a person can form semantic motives, value orientations and, ultimately – the orientation of the individual and relationships with others, tested by us in the process of cognitive activity and will be used to justify facilitation as separate active actions.

It was substantiated that any activity has contained into its structure some blocks which were interacted with each other: the first block was the block of needs, motives, interests; the second block was the operational one, which contained the system of operations, actions and their goals; the third block was the block of business and interpersonal communication related to any kind of cognitive activity at the English lessons (Feinmann, 2020).

Direct and feedback links between block components indicated that changes in one block led to changes in others. These changes can be shown both in the constructive and in the destructive direction, which will ultimately lead to the development of person's cognitive activity (Fig. 1). It was proved that there was a pattern that made it possible to change interpersonal relationships in a group of pupils (updating the 1st block), and not to act directly from the point of view of these relationships, but to organize the cognitive activity of pupils (updating the 2^d block). Purposeful restructuring of these stages and goals of the activity (updating the 2^d block), due to the direct dependence on many external factors, will change the nature of the relationships in the group (updating the 1st

block). In turn, the changes of interpersonal relationships (updating the 3^d block) facilitates changes in the 1st and the 2nd blocks, which will help to shape the needs, motives, interests of pupils. Based on this regularity, we can clearly outline the role of facilitation in the data of interacting blocks of cognitive activity. Facilitation involves changing the position of a methodologist, a teacher in the process of teaching. By updating at the level of all blocks, the teacher skillfully facilitates (manages, directs, assists) pupils in their learning activities. Therefore, there is a certain new formation, in which the main figure is the schoolboy / schoolgirl himself / herself as the subject of his / her own cognitive activity; a methodologist (a teacher) only uses all the opportunities of the educational environment, directs the pupil's activities in order to further development of his / her personality.

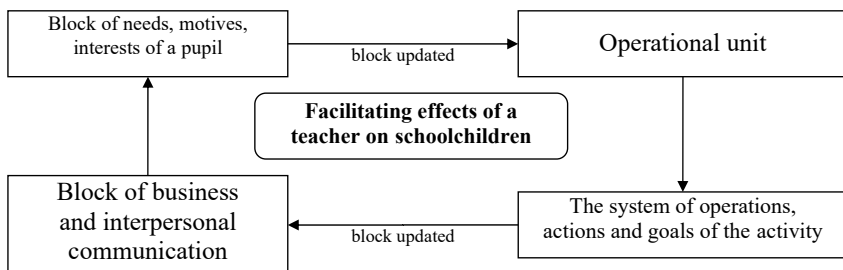


Fig. 1. The place of facilitation in the structure of cognitive activity of the person

Thus, facilitation is a specific type of teacher's activity. Even in ancient Greece it was said that the longest way of learning is through instructions, the shortest one is through examples. The «short way» of cognitive activities is designed to show teachers-facilitators. In the process of facilitative interaction the subject of the activity can be an individual (a group, a team) that is clearly aware of his / her own motives, goals and ways of performing future cognitive activity and who is ready to implement it under any circumstances.

The *functions of facilitation* were proposed: the function of stimulation; the function of actualization; the function of forming the sovereignty of the pupils' person; providing of control for educational process; the function of interaction; the function of creative educational environment. It was proved that all the exercises proposed by the author were facultative in their content. The facilitative context contains the tables offered by the teacher as samples and models at the beginning of each exercise. Pupils who know the principles of facilitative relationships do not simply modify the educational environment, but radically transform it. Thus, the environment itself becomes a condition of their success in each situation. Interpersonal relationships of recognition of value, acceptance, trust created in the environment are incentive for pupils to participation in their creative activities. These relationships, we believe, are largely effective in facilitating learning. First of all, expressiveness and «naturalness» are not the artificiality of the facilitator himself / herself, the willingness to be a person, to have and to feel the feelings and thoughts of a certain moment. When this «authenticity» includes attitudes of value, care, trust and respect for each pupil, the climate for the effective learning process can be created. When all these attitudes include sensory and empathetic listening to its content, then there is a climate of release that stimulates self-initiation of pupils who study.

The needs of the subject are motivated, first of all, by motives when they are the internal stimulus of the person. A person's motivations depend, first of all, on his / her needs. The specificity of the teacher's activity is in fact that the person should be aware not so much of the subjective requests of the pupil, but his / her objective needs, while updating the relevant needs that will be necessary for the future.

So, to provide the experimental testing of the effectiveness of using heuristic conversation as a means of facilitative in-

teraction at the English lessons in a contemporary school, we organize the previous stage of the experiment.

The organization of heuristic conversations at the English lessons at school № 15 in Rivne involves some difficulties. In the methodological researches the types of problems that can be used at the lesson have not been studied so far, the teacher's actions have not been adequately researched when discussing the problem, the peculiarities of pupils' intellectual activity were not taken into account. Teachers are not purposefully developing the special skills necessary for participation in the heuristic conversations, they do not always organize a problem situation taking into account the level of language and intellectual training of pupils. These questions were the content of our research. We believe that their solution will allow us using the discussion of the problem as a methodological approach for teaching a foreign language with sufficient efficiency. In order to solve these issues, experimental training of senior pupils was carried out. Classes were divided into groups: experimental (E1, E2) and control ones (C1, C2). So, were marked:

E1 – 10-A (15 people)	C1 – 10-V (11 people)
E2 – 10-B (12 people)	C2 – 10-G (14 people)

The organization of the lessons using the method of heuristic conversation was carried out according to the following scheme (see Table 1). The problem was «the initial moment of the thought-making process». Without the intensification of thinking, foreign speech was transformed into the formal organization of linguistic rules or reproduction of finished texts.

There are the common features of the problem statement: «the presence of the unknown material for pupils, staging pupils to solve the problem, to increase their interest in solving cognitive difficulties which are arisen» (Алхазішвілі, 1969: 51). The problems that were proposed for discussion were differed in their content. Typical ones were moral and ethical, socio-political and scientific problems, also cognitive ones. The

type of problem was taken into account when choosing a way to organize a heuristic conversation at the lesson.

Table 1

Mechanisms, means, receptions and conditions for organizing a heuristic conversation at foreign language lessons

A heuristic conversation			
Mechanisms	Conditions	Means	Receptions
reproduction choice combining designing warning discursivity	natural special	reference to real facts visualizations verbal description	analysis comparison contradiction

The analysis of pupils' responses was organized according to the level of their success proposed by us:

Level 1 – the pupil understands the simple fable texts, text-descriptions, has a lexical minimum, but allows a lot of mistakes in Grammar, does not know how to express his / her opinion, how to translate the text.

Level 2 – the pupil perceives by hearing and directly communicating the basic content of texts and conversations, but still is not able to either express or retell the content, has a lexical minimum, knows the basics of Grammar well.

Level 3 – the pupil understands and perceives texts and conversations for listening, but also is able to translate this or that text, to answer the teacher's questions.

Level 4 – the pupil highlights the key words in the text or conversations, in addition to the lexical minimum also has additional phrases and expressions through which they are able to express their views.

Level 5 – the pupil highlights key elements of the text or conversations, but also is capable to make up dialogues, is able to prone to creative thinking.

Level 6 – the pupil performs creative tasks not only at home, but also in a class, is able to respond to unpredictable situations, has a large vocabulary, both active and passive.

Thus, the low level was considered the 1st and the 2nd; average ones are the 3rd and the 4th; high levels are the 5th and the 6th. In groups C1, C2 training was organized according to the traditional method, and in groups E1, E2 – according to the experimental methodology, according to which an obstacle to the goal was created to organize the discussion of the problem. So, at one of the lessons we discussed the problem of pupils' summer vacation. The organization of the discussion of the problem consisted of several successive actions of the teacher. Initially, the teacher reported the generally accepted information about the summer rest, which did not cause contradictions among the pupils. Then the teacher asked to support this information with examples from the classroom's life, to define the purpose the pupils set before them during the summer holidays. The problematic situation arose after the teacher created an obstacle to one of the goals.

Teacher:

– What do you usually do when you spend your summer holidays in town?

C1.

Pupil 1:

– Well, I can't tell exactly, but usually I go to my friends and spend time with them.

Pupil 2:

– I never stay in town for my summer holidays. Usually I go to the village to visit my grandparents. I am not able to see them during the year so it will be a great pleasure to spend some time with them.

Pupil 3:

– I am a big football fan. So, it's not a problem for me to stay in town for summer. If something like this will happen I'll play the football game all the summer with my friends.

C 2.

Pupil 1:

– When I stay in town I do nothing. I watch TV, listen the radio, play the computer games.

Pupil 2:

– I don't like to stay in town for a summer. It's not interesting. That's why on each summer holiday I go to the camp.

Pupil 3:

– I always stay in town for summer holidays. Only in summer I am able to finish all my affairs.

Teacher:

– Imagine that you can't go to the camp and have to stay in town. What will you do?

E1.

Pupil 1:

– Each summer I do everything in order to get to the summer camp but if, for any reason, the situation differs I'll try not to get bored and I'm sure my friends will help me.

Pupil 2:

– My hobby is reading books and listening music, so if I am not able to go to the summer camp I'll find an interesting book to read or go to the disco party with my friends.

Pupil 3:

– To my mind summer camp is the only way to spend an interesting holidays and I shall be sad if I stay in town.

E2.

Pupil 1:

– I believe there are many ways to make a holiday interesting and exciting. For example: to have a walking tour into the mountains, to have a picnic in the forest, or to spend a nice time on the beach.

Pupil 2:

– Of course you can, but to organize one of these ways of a rest you must make some efforts. In contrast to a summer camp, where everything has already been done.

Pupil 3:

– But it’s not interesting to use the inventions of the others. We are able to make up something new. Don’t you think so?

The obstacle on the way to the usual and easily achievable goal served as the incentive for foreign language learning activities of pupils. We have proposed a formula for determining *the effectiveness of the implementation of a heuristic conversation:*

$$A_c = (R_{ac} / N) * 100\%, \text{ where} \quad (1)$$

A_c – class activity in % depending on the number of active actions which influence on the effectiveness of the heuristic conversation;

R_{ac} – the number of manifestations of active actions by each pupil during this heuristic conversation;

N – a total number of pupils in the classroom.

The results of pupils’ activity in the course of this experiment can be summarized in Table 2.

Table 2

Pupils’ activity in the heuristic conversation depending on the level of their success in communication (a previous stage of the experiment)

Levels of success	E1 (%)	E2 (%)	C1 (%)	C2 (%)
1 level	29	25	7	15
2 level	32	30	10	25
3 level	40	41	38	43
4 level	60	63	52	50
5 level	81	80	60	62
6 level	85	85	70	75

Conclusions

So, the process of facilitative teaching at secondary schools is based on general psychological principles (scientific ones, which provide the connection of learning with life, proposed

differentiated approaches for pupils). However, we can identify additional principles that are specific for the system of secondary education:

- *the principle of actualizing social and personal needs* in the process of secondary education;
- *the principle of the relationships between learning and self-education* during the organization of the educational process and in the period of pupils' holidays;
- *the principle of interconnection of studying* with future professional activity (based on the content and nature of the functional responsibilities of teachers);
- *the principle of interrelation of education with personally and professionally significant experience* of the teacher, awareness of the acquired experience as personally significant one;
- *the principle of interdisciplinary approach to the construction of the content of the educational process* (actualizing facilitative potential of different disciplines, their impact on the study of this or that subject);
- *the principle of establishing the relationships* between the educational process and continuous self-education;
- *the principle of updating the subject-subject learning of pupils*, providing the creative search for solutions of management problems, independent development of pupils' projects, presentations with the aim of improving their own learning activities.

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Хупавцева Наталія. Психологічні принципи актуалізації атрибутів фасилітативної взаємодії

АНОТАЦІЯ

Мета статті – визначити ознаки фасилітації, запропонувати функції фасилітативної взаємодії, забезпечити в закладах середньої освіти процес фасилітативного навчання, який базується на евристичній бесіді, визначити додаткові принципи, характерні для системи середньої освіти.

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Для розв'язання поставлених у роботі завдань використано такі теоретичні **методи дослідження**: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення.

Результати дослідження. Визначено, що поняття «фасилітація» відображає усвідомлену і цілеспрямовану діяльність як явище, властиве, в першу чергу, викладачеві. Відтак, можна виокремити атрибути фасилітації: 1) діяльність; 2) суб'єкт діяльності; 3) функції суб'єкта; 4) функції діяльності; 5) мотиви діяльності; 6) мета діяльності; 7) способи виконання діяльності; 8) предмет діяльності; 9) метод реалізації діяльності; 10) засоби, актуальні для реалізації діяльності; 11) результат діяльності. Ми вважаємо, що функціями фасилітації є: функція стимулювання; функція актуалізації; функція формування суверенності особистості школяра; функція управління освітнім процесом; функція інтерактивної взаємодії; функція створення творчого освітнього середовища.

Висновки. Процес фасилітативного навчання в закладах середньої освіти будується на основі загальних дидактичних принципів (науковість, зв'язок навчання з життям, диференційований підхід до школярів тощо). Проте, можна виокремити й додаткові принципи, характерні для означеної системи освіти: принцип задоволення соціальних і особистих потреб у процесі навчання; принцип взаємозв'язку навчання із самоосвітою впродовж організації навчального процесу і в канікулярний період; принцип взаємозв'язку навчання з майбутньою професійною діяльністю (виходячи зі змісту і характеру функціональних обов'язків учителів); принцип взаємозв'язку навчання з особистісно і професійно значущим досвідом педагога, усвідомлення набутого досвіду як особистісно значущого; принцип міждисциплінарного підходу до конструювання змісту навчального процесу (фасилітативний потенціал різних навчальних дисциплін, їх вплив на вивчення одного навчального предмета); принцип установлення взаємозв'язку навчального процесу і безперервної самоосвіти; принцип актуалізації суб'єкт-суб'єктного навчання школярів, здійснення творчого пошуку розв'язання управлінських завдань, самостійної розробки школярами проєктів, виступів, презентацій, спрямованих на вдосконалення власної навчальної діяльності.

Ключові слова: фасилітація, фасилітативна взаємодія, фасилітативне навчання, діяльність, предмет діяльності, функції суб'єкта, мета діяльності, способи здійснення діяльності.

Хупавцева Наталия. Психологические принципы актуализации атрибутов фасилитативного взаимодействия

АННОТАЦИЯ

Цель статьи – определить признаки фасилитации, описать функции фасилитативного взаимодействия, обеспечить в учреждениях среднего образования процесс фасилитативного обучения, основанный на принципе эвристической беседы, определить дополнительные принципы, характерные для системы среднего образования.

Для решения поставленных в работе задач использованы следующие теоретические **методы исследования**: категориальный, структурно-функциональный, анализ, систематизация, моделирование, обобщение.

Результаты исследования. Было определено, что понятие «фасилитация» отображает осознанную и целенаправленную деятельность как явление, свойственное, в первую очередь, учителю. Таким образом, можно выделить атрибуты фасилитации: 1) деятельность; 2) субъект деятельности; 3) функции субъекта; 4) функции деятельности; 5) мотивы деятельности; 6) цель деятельности; 7) способы выполнения деятельности; 8) предмет деятельности; 9) метод реализации деятельности; 10) средства, актуальные для реализации деятельности; 11) результат деятельности. Мы считаем, что функциями фасилитации являются: функция стимулирования; функция актуализации; функция формирования суверенности личности школьника; функция управления образовательным процессом; функция интерактивного взаимодействия; функция создания творческой образовательной среды.

Выводы. Процесс фасилитативного обучения в учреждениях среднего образования строится на основе общих дидактических принципов (научность, связь обучения с жизненной средой, дифференцированный подход к школьникам и др.). Однако, можно выделить и дополнительные психологические принципы, характерные для системы среднего образования: принцип удовлетворения социальных и личностных потребностей в процессе обучения; принцип взаимосвязи обучения с самообразованием на протяжении организации учебного процесса и в каникулярный период; принцип взаимосвязи обучения с будущей профессиональной деятельностью (исходя из содержания и характера функциональных обязанностей учителей); принцип взаимосвязи обучения с личностно и профессионально значимым опытом педагога, осознание приобретенного

опыта как личностно значимого; принцип междисциплинарного подхода к конструированию содержания учебного процесса (фасилитативный потенциал различных учебных дисциплин, их влияние на изучение одного учебного предмета); принцип установления взаимосвязи учебного процесса и непрерывного самообразования; принцип актуализации субъект-субъектного обучения школьников, осуществление творческого поиска решения управленческих задач, самостоятельной разработки школьниками проектов, выступлений, презентаций, направленных на совершенствование собственной учебной деятельности.

Ключевые слова: *фасилитация, фасилитативное взаимодействие, фасилитативное обучение, деятельность, предмет деятельности, функции субъекта, цель деятельности, способы осуществления деятельности.*

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